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James E. Allen, Jr., on Education: Quotes and Summaries of Articles and Speeches by Dr. James E. Allen, Jr., Prior to Becoming Assistant Secretary for Education and Commissioner of Education, Department of Health, Education, and Welfare.

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A brief biography and a condensation of publications and speeches by Dr. James E. Allen, Jr., are outlined in this document. The form and purpose of higher education, the effectiveness of the school system, and the goals of educational policy are covered. Narrowing the scope considerably, problem areas such as the church-state issue, school segregation and integration, local control, student activism, and teacher-related issues are approached. Citations include materials published from 1955 to 1968. (LN)

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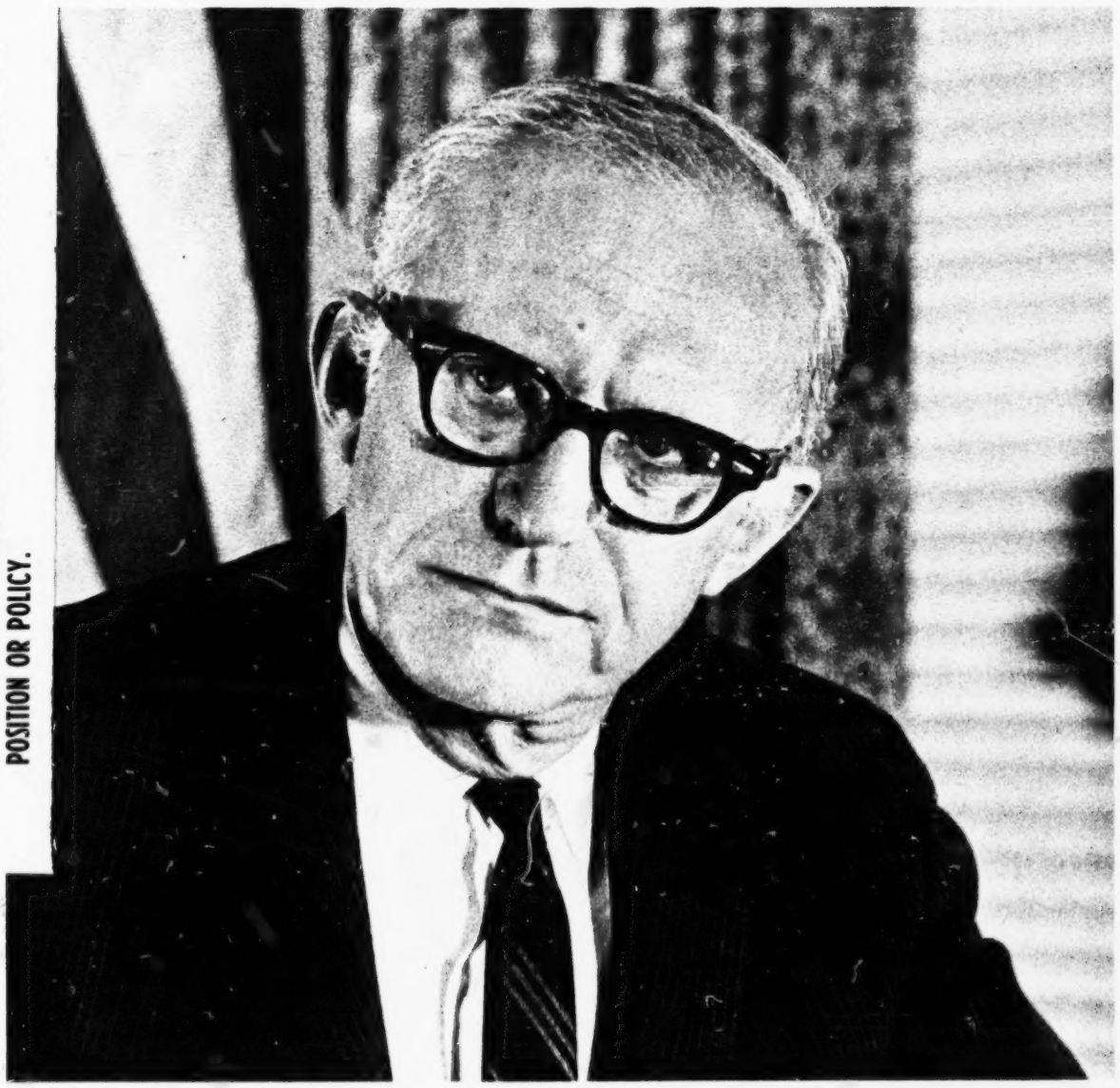
JAMES E. ALLEN, JR., ON EDUCATION



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Dr. James E. Allen, Jr., brings to the dual posts of Assistant Secretary for Education and Commissioner of Education, Department of Health, Education, and Welfare, a wealth of educational expertise. From 1955 until his appointment by President Nixon, he served as the New York State Commissioner of Education and President of the University of the State of New York.

Prior to 1955 Commissioner Allen held such positions as Secretary to the Faculty and Director of Placement in the Harvard Graduate School of Education, education consultant to the War Department, and Assistant Professor of Education and Director of the Bureau of School Services at Syracuse University. In 1947 he was appointed Executive Assistant to the New York Commissioner of Education and in 1950 became Deputy Commissioner of Education for New York State.

Dr. Allen received his A.B. degree from Davis and Elkins College, Elkins, W. Va., and later studied economics and public finance in the Graduate School of Princeton University. Both his master of education and doctor of education degrees were earned at Harvard University. The Commissioner holds no fewer than 20 honorary doctoral degrees and membership in 69 organizations.

In 1946-47 Dr. Allen served as consultant to the President's Commission on Higher Education and prepared the Commission's volume on the "Financing of Higher Education." He is author of "State School Fiscal Policy for New Jersey," co-author of several monographs and reports in educational administration, and a contributor to numerous magazines.

Dr. Allen was born in Elkins, W. Va., April 25, 1911. He and Mrs. Allen, the former Florence Miller, are the parents of two children.

ON THE FORM AND PURPOSE OF HIGHER EDUCATION

In this period in history, when every aspect of higher education is being examined and challenged, the future of our colleges and universities is full of unanswered questions, blurred with uncertainties both as to form and purpose.

One of the most disturbing of these questions--certainly one most actively on the scene, both in the educational and the public eye--is that of the governance of higher education.

PARTICIPATION IN DECISION MAKING

One of the main issues involved is the degree and character of student and faculty participation in the decision-making process. It is my belief that this participation can be of great value and that provision must be made for its constructive use. Particularly with the students, apart from the undesirable and more violent manifestations of their expression of activism, there is, I believe, a seriousness of purpose that is already, and will increasingly be, a major factor in shaping change both within and without the college and university. It is interesting to consider the students' bid for power and their claim of competence in terms of the recent statement of the noted anthropologist, Margaret Mead, that for the first time in history, members of the younger generation know more than their elders.

But difficult and pressing though questions of governance may be, of far greater importance and more to the point is the larger and infinitely more difficult question of the purpose we are seeking to serve through higher education. Decisions on these matters in long-range terms can have only limited relevance and uncertain sanction until the purpose they are meant to achieve is more clearly understood and agreed upon.

PURPOSE OF HIGHER EDUCATION

The purpose of our institutions of higher education must, of course, be identified with the larger purpose of man himself. If civilization is to be defined as "a state of social culture characterized by relative progress in the arts, science and statecraft," man can congratulate himself on his progress. But

if we are to accept a more fundamental definition, one that speaks for the universal life force embodied in the soul of man, one that distinguishes civilization from barbarism and requires manifestations of greater enlightenment and humanity--and if we are to accept such a definition as a reasonable statement of human purpose--then mankind is, relatively speaking, still but on the threshold.

The soul-searing measure of our lack of real civilization is that we now have the knowledge and means to advance, to change. What is so tragically lacking is the will, and we must face up to the question of why.

THE BARRIER OF INFLEXIBILITY

Most significant, and difficult to overcome, is the barrier of inflexibility--a blind, selfish, fearful adherence to accepted ways and ideas--that binds us in a rigid mold of thought and action. The crying need is for inventiveness, creativity, and a willingness to move out and beyond the confines of our experience, to forsake the comfortable familiarity of the known, and to accept the risk and grasp the possibilities of the new and untried.

Instead of shaping our institutions, our customs, our ways of thinking for the requirements of living in a radically changing future, the tendency is to attempt to devise means of satisfying these requirements within the established order of the past and present.

If the pioneering spirit--the necessary creativeness and inventiveness--is to pervade society to the depth and breadth necessary, it is obvious that such a spirit must be engendered in our schools and colleges.

In the security of a relatively stable society, the task of our educational institutions has generally been conceived as that of helping youth to learn how to live successfully within the framework of the established order. But such stability no longer prevails and the many flaws revealed by the demonstrated inability of present structures and patterns of society to deal effectively with new demands point out that the educational task now is to help youth to learn how to create a new order.

THINKING ABOUT THE FUTURE

If we cannot accelerate our pace toward civilization, mankind faces doom--and this acceleration depends heavily upon education. Most of today's thinking about the future can only be characterized as tentative and timid. It is conceivable that men will eventually find themselves in a situation where there is no longer need for

labor or struggle to acquire the essentials of existence. Unprepared, man could very well be destroyed by the removal of such a motivation. Such contingencies demand that there be a kind of thinking that considers not only giant steps forward but that leaps aeons ahead in the realm of possibilities for man's future development.

So it is then that our colleges must nurture the rare capacity for this kind of thinking--and also provide for everyone the atmosphere of open-mindedness and freedom of inquiry that encourages active questioning and probing instead of a mere passive acceptance of pre-conceived ideas.

A college or university which accepts as its central purpose the freeing of mind and spirit and commits itself wholeheartedly to being a place attuned to the future, adds immeasurably to a task already complicated by the practical matters of numbers, finance, governance and all the rest.

/"Civilization--?", an address delivered before Hamilton College Convocation, September 19, 1968/

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ON THE CHURCH-STATE ISSUE

Truly formidable are the complications of the church-State issue. But, nonetheless, the time has come when the people of the State will have to face up to this question and arrive at some definitive, far-reaching decisions.

One major test of the feasibility of any suggested method of public aid will be its ability to provide for necessary public accountability and at the same time avoid infringement upon academic freedom and institutional autonomy.

/"State Coordination of Higher Education in a Period of Dynamic Change," remarks before the 58th Annual Meeting of the Society of Older Graduates of Columbia University, January 10, 1968/

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ON SCHOOL SEGREGATION

Segregation must be of great concern to school boards because of the growing body of evidence which points out that segregated schools are detrimental, psychologically and educationally, to the students in attendance.

The imperative demand of our contemporary world requires that any Nation which aspires to a position of leadership in the technological or ideological sphere must obtain a maximum yield of trained human intelligence without regard to racial, social, or other factors. The growth of our Nation cannot progress at that rate which is required for our survival unless all human intelligence is identified, encouraged and utilized. It is from this context that we must face the problems and search for creative solutions.

The time has come when this issue of segregation will be met. The problem is essentially and primarily an educational one, and if the solution is to be an educational one, the educators must take the lead. If conscience is not a sufficient prod, events and circumstances must move us. If we do not take the lead, we will find decisions on educational questions being made by others and we will find ourselves forced into courses of action which are not educationally sound.

/"The School Board in Today's World," School and Society, February 10, 1962/

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ON LOCAL CONTROL

The preservation and enhancement of local control must be a special concern of our leadership at this stage in the development of education in our country. Local control can continue to exist only so long as it produces good education. We must be unremitting and unswerving in our insistence upon high standards of performance at the local level so that this concept can be defended as a fruitful means of fostering the equality of educational imperative for our Nation.

/"Goals and Plans for Education in New York State," quoted in School and Society, February 10, 1962/

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ON STUDENT ACTIVISM

The excessive manifestations that are generating much attention are regrettable not only in themselves but because they obscure and distort the more constructive aspects of today's /student/ unrest. There have been strong reactions of disgust, pessimism, almost despair. But underlying the increasing activism on our college campuses is, I believe, a lively stirring, a sense of change within the academic community that, in its potential for revitalization of our higher educational institutions, justifies a hopeful feeling of expectancy about the future.

A MAJOR FACTOR IN CHANGE

The seriousness of purpose of today's college student is already, and will increasingly be, a major factor in shaping change both within and without the college or university. We are witnessing a degree of student activism, relatively new in this country, which has generated a sense of "student power" that will make itself strongly felt not only on the campus but in all aspects of society.

/However/ worthiness of purpose cannot be used to justify or excuse violent, excessive and destructive forms of protest. What is significant in the student activism now taking so many different forms is that it is a part of an awareness of the world and their place in it that characterizes the younger generation. In attempting objectively to evaluate and understand the new student activism and to anticipate its future development, it may be helpful to consider some of the reasons why this movememt should be taking place now.

Certainly one of the basic reasons is the fact that this is a generation whose members have grown up with the knowledge that constantly hanging over their heads is the very real possibility of man's self-destruction. While this knowledge has generated a certain amount of cynicism its stronger effect has been the creation of a sense of urgency.

Motivating young people also is the character of the times. Man's age-old problems of attempting to manage his environment and to humanize his relationships have attained in this age a magnitude and a complexity that will no longer allow delay and indecision. The much

more difficult human problems are now rapidly superseding those of mere material advance. The imperative need to deal with such problems, and the possibility of finding solutions that offer real hope for the betterment of mankind's lot have strong appeal to the idealism of youth.

CITIZENS OF THE WORLD

Another powerful factor in producing student activism at this juncture is an environment that has nourished earlier competence and independence. Never have young people had greater freedom to move about, to express themselves, to make their own personal decisions. Youth has been given broad horizons which qualify them as citizens of the world both in experience and knowledge.

It is not surprising then that the greater awareness of themselves and their world and the better preparation for coping with the problems they identify, should also have produced a deep disillusionment and a restless impatience which are among the most compelling reasons for activist behavior.

Most of the reasons for student activism have sufficient validity and substance to make reasonable the forecast that the movement will gain rather than diminish in force. With increasing emphasis on its constructive aspects, this is a development which will, I believe, result in renewed vitality and relevance for our colleges and universities. It will also help to revitalize our society and bring about more quickly the improvements and the new directions that are so desperately needed.

Peace, poverty, urban decay, segregation of races, the quality of our education system--these are the kinds of issues and problems that speak to the spirit of the young and that are bringing them into the fray.

It is we, the older generation, who need to be stirred, and the stirring must take place in two simultaneous ways. The first is, of course, the arousal to a greater effort to deal with the business before us, to change attitudes, to throw off inhibiting tradition and to be willing to experiment and explore new methods and directions.

But of even greater importance is the need to concentrate on ways of helping the young to realize the potential of their new sense of purpose and spirit of activism. This involves intensive efforts--far greater than yet evidenced--to provide full opportunity for first rate education. It also places upon our colleges and universities the

obligation to examine their policies and practices and to make those adjustments necessary for the proper exercise of student participation.

An attitude of flexibility and objectivity is essential in considering this new activism and its present and future effects. But such an attitude is made more difficult because of the unfortunate excesses that have occurred in these first, probing efforts to find a means of effective participation. It is, however, the special role of elders to maintain perspective, to look beyond the immediate crisis, and to chart a course that will lead to emphasis upon the constructive aspects of a movement that holds so much potential for good.

YOUTH IS LEADING THE WAY

Rather than our challenging youth, it is they who are challenging us and it is, I believe, a most heartening and hopeful situation when exhortation is more needed by age than by youth. In ways that are fundamental and serious, despite the more evident, highly regrettable, excesses of expression, it is the students, who, in their understanding, their attention and dedication, are leading the way. In their awareness of a responsibility to get on with the "unfinished business" of bettering mankind's lot, they are shaming the lethargy, the apathy, the blindness that has so tragically limited the efforts of my generation. They envision a world that can be better not just for a favored few but for the waiting many. They call for and deserve our support in such an endeavor.

/"The Middle-Aged Are Shocked by the Wrong Thing," delivered before Manhattan College Commencement Day Ceremonies, June 9, 1968/

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Commitment is defined as the act or process of entrusting or consigning for safekeeping. In declaring ourselves committed to education we are acknowledging that education is essential and vital for the safekeeping of both our heritage from the past and our hope for the future.

/A Message to the Teachers of New York State, New York State Education, October 1958/

ON EFFECTIVENESS OF THE SCHOOL SYSTEM

There has been not only criticism of the effectiveness of our school system, but a questioning of the basic premise on which it rests--that is, the provision of equality of educational opportunity for all. There is some justification for the criticism of the effectiveness of our schools--while they are fundamentally strong, weaknesses do exist and cannot be ignored.

The gap revealed between the principle--equality of educational opportunity for all--and its realization in practice has serious implications for not only the welfare of the schools, but for the welfare of our country. Our most urgent need now and for the future is thinking individuals. The preservation of the freedom of our democracy depends on the participation of the individual and his exercise of his rights and powers. As our world becomes more complex, as problems of government become bigger and seemingly farther removed from individual control, the temptation is to abandon decision and policymaking to the few, because of a feeling of inadequacy and the lack of confidence of the individual in his own judgment.

It is the task of the schools, therefore, to educate not only for competence, but also for confidence--the confidence of the individual in his ability to think and the resulting individual willingness to participate and assume the responsibilities of citizenship. Schools must also be the source of education which develops to the highest level the power of each individual to think--not only in his own particular field of competence, but on a broad social and ethical basis as well.

/"Thoughts from Commissioner Allen," New York State Education, February 1959/

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The problem of financing our schools is a tremendous one with many ramifications. But in dealing with its complexities, in working out the "how" of financing, we must never lose sight of "what" we are financing.

/"Our True Aim is Quality in the Hour of Teaching," New York State Education, January 1955/

ON ECONOMY AND EDUCATIONAL POLICY

One of our constant aims has been to find ways of organizing and operating our schools efficiently and economically. But with this new power and determination behind the will to economize, economy threatens to become not just a principle of good management, but the maker of policy. When this happens, our schools are in danger.

Our job is to know and show what makes good schools and to convince the public that financial planning has recognized the need for economy and that support sought is the realistic minimum necessary to provide good schools.

A first step in achieving economy without sacrificing quality is careful over-all planning for the wisest and best use of facilities and resources. Second is an intensified effort to demonstrate to the public that it is "quality" in education which is the goal of all our efforts. Of basic importance in this demonstration is the acknowledgment of the necessity of priorities. Attention to priorities always has been essential, if only because of the limits of the time that can be spent in acquiring education.

It is obvious, of course, that to achieve sensible economy in our schools, a third step--that of economy in school management--must receive due attention. Waste is never justified. But here let us make certain that unwise expenditure is trimmed by a sharp, well-aimed pruning instrument, not by a bulldozer. As a fourth step, attention should be given to adjusting the financial provisions for education to the changing times.

Such a listing could go on and on. The principle, however, which is fundamental in the steps mentioned and in all action in school matters is that quality must come first; that economy, important though it is, must not be allowed to become the sole determining factor in decisions relating to education.

[7"Economy and Educational Policy," School and Society, March 28, 1958]

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ON GOALS

Goals for Students: Education is a personal thing. The goal of the full realization of each person's potential should be the same for all. The pattern of achieving this goal will differ for each individual. We must continue our efforts to identify the capabilities of each student and through wise guidance help him to make the most of his possibilities. Special attention must be given to students with special talents.

Goals for Teachers: Any consideration of fundamental objectives in education must include the improvement of teaching. There can be no diminution of, or deviation from, this basic objective, no matter what moon may be currently in orbit or what effect that moon may be having on the tide of public opinion.

Goals for Superintendents: If the superintendent is to be the educational leader he is expected to be, he must have time for thinking, time for more attention to the central duties of his position and less to those on the periphery.

Goals for Improving Public Understanding: Still another goal--by no means new--is for the bettering of public relations. The recognition of education's essential role in our society has brought an increase in public interest and support. If this interest and support is to grow in proportion to the future needs of education, the public must be better informed, more thoroughly "educated for education."

Goals for Maintaining an Experimental Approach: The final goal could well be entitled "keeping an open mind." Schools are forced to operate within set limits of time, currently available personnel, facilities and other restrictions. If these limits are not to impede success, ways must be found of counteracting their restrictive effect. The obvious answer to this problem is experimentation and exploration--a constant search for ways of operating more effectively and of using to greater advantage the available resources. Such a search demands a mind open to new ideas, a willingness to challenge old practices and to discard those found to be outmoded, and a willingness to accept change where it will bring improvement.

/"Events of the Past and Some Goals for the Future," New York State Education, February 1959/

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ON SCHOOL INTEGRATION

Two reasons compel us to do our best to achieve well integrated schools. One is the moral imperative to assure all children true equality of opportunity. The other is the educational necessity to prepare every child to take his place in a world where no race may any longer live alone. The desegregation of the public schools, therefore, means more than a better education for minority group children. It means also a significant addition to the educative power of the schools for all children.

This does not mean that a school or classroom cannot be good unless it includes children of different races. But it does mean that a child who has learned from experience to understand and appreciate people of races other than his own has a sounder basis both for his education and his life.

It is my position that the means for correcting racial imbalance should, insofar as possible, be left to local educational authorities. They are in a strategic position to devise solutions best suited to local needs. But where the solution is beyond their power, or where they fail or refuse to act when action is called for, then the responsibility for taking action is clearly and inescapably that of the State.

[A position statement, August 29, 1967]

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ON THE PRESENTATION OF FACTS

The obligation of schools to present history fully and accurately and to deal with current situations with faithfulness in fact and spirit, not only for minority group children, but for all children is, of course, undeniable.

The demand for prompt attention to this educational objective is strong, and properly so, and the responsibility for action rests with all of us. To do otherwise will perpetuate a sense of inferiority and alienation for many and will continue to nurture the hostility and unreality born of ignorance and misinformation.

[A Special Message to School Superintendents, April 25, 1968]

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ON TEACHER SALARIES AND EXTRA-CURRICULAR ACTIVITIES

It has long been recognized that a teacher's day is not limited to the hours he spends in the classroom. He has always accepted the fact that he must devote time beyond the specified hours of formal instruction in the preparation of his teaching, in giving time to out-of-school help to children and parents, and in performing other duties requiring time outside the classroom hours.

The concept of extra-curricular activities has undergone a marked change in recent years. Today, in a program of education for the "whole child," education no longer means instruction confined to the classroom in subjects of the traditional curriculum. It is not primarily curriculum through which a student learns a worthwhile way of life. The virtues of honesty, intellectual integrity, tolerance, courage, friendliness and other important character traits are as much a product of a student's extra-curricular activities as of his experience in the classroom.

FROM THE TEACHERS' POINT OF VIEW

Teachers are usually the first to urge the acceptance of this new concept. However, they point out that there is a limit to a teacher's responsibilities. They remind us that teaching is a full-time job even without extra duties, and that, if they are to do a satisfactory job, they must be adequately paid and have time for study, community activity and recreation.

Secondly, they contend that the principle of equal pay for equal work is violated in the treatment they receive with respect to the assignment of extra-curricular activities. Approximately three-quarters of all pay for over-time services is related to athletics. Many teachers resent this discriminatory practice.

A third concern of teachers involves the educational value of many activities sponsored by the school. They point to the tendency in some communities to over-emphasize certain extra-curricular activities to the point of commercialism.

Finally, the tendency in many school systems to regard extra-curricular activities as compulsory rather than voluntary service of teachers has brought forth the most vigorous protest. Of special concern to them is the fact that frequently they are called upon to supervise activities completely foreign to the field of service for which they were employed. Thus the problem has looked from the standpoint of the teachers.

To mention only the teachers' view of the problem, however, is to do something less than complete justice to the issues involved. What is the job of teaching? Is it merely a series of jobs which should be appraised separately or is it a well-integrated professional service? Who determines the length of a teacher's day and the scope of his duties?

If teaching is to be considered a professional service and the teachers themselves are to be regarded as members of a profession, then the relationship of extra-curricular activities to salaries and the problems that arise from this relationship must be considered on a professional basis. The teacher, as a member of a profession, not merely a skilled worker, should receive a salary which is based on the quality of service rendered in performing the total responsibilities related to that profession. Therefore, the fundamental solution to this problem lies primarily in the development and adoption of a salary policy which reflects evidence that both the public and the teachers regard teaching as a profession in fact.

A SOUND SALARY POLICY

For the public this means a willingness not merely to pay higher salaries, but to pay salaries high enough to attract and hold in service the best teachers. In other words, a sound salary policy should provide not merely a reasonable income for all teachers but should also provide special financial incentive for any teacher whose overall performance as a teacher is exceptional, as judged by standards cooperatively developed and applied by the faculty and administration. The salary policy should recognize teaching as a unified service. Extra pay for extra duties, if granted at all, should be limited to duties assigned over and above regular teaching responsibilities and should be available to all teachers.

The public's willingness to regard teaching as the high professional service which it is, and to pay salaries commensurate with its value to the Nation, will, however, depend in large measure on the action which teachers themselves are willing to take to merit that regard.

There are two critical problems. The first is a willingness on the part of teachers to face up to the issue of merit promotion. Until they are willing to accept their share of responsibility for identifying and rewarding exceptional teaching service, the public is likely to remain unreceptive to their requests for higher top salaries. The second problem is the formulation and enforcement of a code of ethics which assures the public that the profession itself is ready and willing to take appropriate action against any of its members whose conduct lapses from that established by the profession as an acceptable standard.

Many teachers are deeply concerned with both of these problems. But thus far teachers as a whole have not faced up to them in the manner required if teaching is to receive the full benefits to which it is entitled.

SOME NECESSARY STEPS

The adoption of a sound salary policy is not an action which can take place overnight. There are, nevertheless, steps which can be taken now which will aid in clarifying the relationship of extra-curricular activities to salaries:

(1) An awareness on the part of the professional staff of the educational needs of the children and youth in the community.

(2) The formulation of the specific objectives which the school should strive for to meet these needs.

(3) The elimination of all activities conducted by or under the auspices of the school which cannot be justified educationally, and the inclusion of those for which there is a definite need.

(4) Consideration of the economic ability of the community to support education. The school should limit its extra-curricular activities to those which the community can afford to finance well, rather than spread its resources over a broad program, any part of which may yield less than maximum results.

(5) Consideration also of the capabilities and limitations of the professional staff. As with classroom instruction, the teacher in charge of extra-curricular activities must be properly qualified and have suf ficient time to prepare for it.

These steps will make for a better situation from the viewpoint of teachers, administrators and the public alike and will provide in the

process a basis for further cooperative effort in reaching the fundamental and long-range solution.

/"Relationship of Extra-Curricular Activities to Salaries," Harvard Educational Review, Spring 1952/

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ON EDUCATION AND INDUSTRY

Businessmen want and need better trained people. In order to give business and industry these better trained people, educators must know what businessmen want in advance of the need so they can prepare their students for the need. There's another business-educational relationship--the better educated people are, the more products they use, from drugs to telephones, so their support of a State's educational development is actually an investment in a greater future market for their products and services.

We will never meet the educational needs of tomorrow if the business community doesn't expand and grow to be profitable enough to pay reasonable taxes that will finance education. If business doesn't expand and prosper, the costly educational needs will still be there and heavier taxing will result.

/"West Virginia Interview," Business/Communication, October 1967/

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ON REASON AND HOPE

Both the triumphs and the troubles of the world in which we live point to education as the hope of the future, and we must see that this hope is realized. The goal can be reached only through the small, short steps of the day by day fulfillment of the potential of the classroom. Here the task is both timeless, in the enduring responsibility for the ongoing transmittal of knowledge--and timely, in the vital responsibility for instilling an understanding and an awareness of the relevance and significance of the here and now.

The classroom will inevitably reflect the temper and the tempo of the times in varying ways and degrees, and indeed it should. But in our times, when great surges of emotion, of change, of evolution and revolution are sweeping us along, it is imperative that the classroom be a place where the voice of reason and the voice of hope can be heard.

War, violence, social conflict, drastically changing mores are predominant realities in the world of our young. Assailed by uncertainties, there is desperation in their need for an understanding of these realities and for a belief in a possible future. If we are not to fail our young people, the building of this understanding, this belief, must be a primary goal.

It is the facts and the broad range of knowledge that contribute to objectivity of judgment--the perspective that, while recognizing the immediacy of current happenings, allows for their evaluation in relationship to the long span of human progress and development--that will result in understanding and belief, and it is the obligation of the teacher to do everything in his power to attain this result.

The teacher's voice should be one of calm reason amidst turbulence and trial, one of rational hope amidst doubts and uncertainties and it should be heard clearly thus every day in every classroom.

/"The Voice of Reason, the Voice of Hope," New York State Education, October 1967/

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ON THE STATE'S RESPONSIBILITY FOR HIGHER EDUCATION

The present nature of the relationship of government, both State and Federal, to higher education is one of the most relevant and pertinent topics of the times. The manner in which we organize our society is in a period of transition, and we are in the midst of a redefinition of the relationship of government to our colleges and universities, both public and private, that will likely shape the course of education for years to come.

Historically the State's responsibility for education has been thought of primarily in terms of the elementary and secondary schools, with higher education being considered more as a matter of private initiative on the part of both the supplier and the consumer. This situation is now drastically changing.

The philosophical basis for the State's responsibilities in higher education is being re-examined intensively and its efforts are being sharply scrutinized in terms of their relevance to a new level of need. Emerging from these considerations is a broadened concept of the State's responsibility for education which brings higher education specifically into the realm of direct concern. Helping to move the State into this broader role has been the increased participation of the Federal government requiring all States to develop and administer plans for the apportionment of Federal funds.

RIGHTS AND RISING EXPECTATIONS

The taking off point for our attack on the problems of higher education and the chief controlling factor is, of course, the dramatic growth in enrollment. There are a number of factors combining to produce this growth. Of greatest significance, perhaps, is a new awareness of the right to education--an acknowledgment of the long denial to many and a determination that this right shall be a reality. At work also are rising expectations for education--a new respect for its power, a new belief in its value, a new realization of the necessity for excellence.

Closely connected with the right to education and rising expectations is the recent attention being given to opening the door to higher education opportunities for the disadvantaged--an effort that is tapping a large, practically untouched reservoir of potential college enrollment.

And pressing the expansion of higher education along with these more personal considerations, is society's ever-growing need for trained manpower.

How t rovide the right opportunities, in the right places, at the right ime in order to satisfy these demands is creating new problems and giving increased prominence and different interpretations to problems that have long been with us.

PRIVATE AND PUBLIC INSTITUTIONS

Both new and old is the problem of the delicate balance between private and public institutions. Both are needed to get the job done, but how each is to be shaped and fitted into the mosaic of the education picture presents difficulties of dealing with deeply rooted traditions, constitutional issues, political pressures, community and regional pride and ambitions, vested interests, jurisdictional questions and a whole host of other complications.

Answers to questions and decisions concerning public-private balance are an essential preliminary to the matter of financing higher education. It is obvious that much more public money is going to have to be channeled into its support. It is equally obvious that with such tremendous demands upon the resources of the State, the greatest care will be required to insure that funds going into higher education are allocated in such a way as to use all of our institutions in the wisest manner to nourish the particular strengths of each and, at the same time, accomplish the overall task.

/"State Coordination of Higher Education in a Period of Dynamic Change," remarks before the 58th Annual Meeting of the Society of Older Graduates of Columbia University, January 10, 1968/

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ON SETTING PRIORITIES AT THE STATE LEVEL

It is the state of events, not the state of the Nation, that is, in reality, determining priorities for education in these times. It is the State, however, which will, in the way it sets priorities on the search for solutions, have a large role in determining whether and how the solutions will be found. The process calls for both long and short-term perspectives, and thorough knowledge of each problem area and the possible available solutions.

Setting priorities also requires the willingness to say "not now" to some problems, which, though critical, must wait, and the determination to stay with the priority problem through the inevitable disappointments that occur until the solution is clearly in view.

The responsibility for setting priorities is well placed at the State level for the State has many advantages if it wishes to use them. It can balance off conflicting claims over a wider area than can the local government, and it can better resist the pressures that mount with each local crisis.

But the setting of priorities is only the first step and, in many ways, the easiest. It can also be an empty exercise of good intent unless there is both the possibility and the determination to move from words to action. Determination alone cannot effect solutions. The possibility of action must be assured by providing those conditions that will recognize the priorities and facilitate their attainment.

/"Educational Priorities and the Handicap of Local Financing," an address before the School Superintendents Work Conference, July 11, 1968/

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ON EDUCATING FOR SECURITY OF MIND

I am convinced that we shall fail in our attempts to educate our young people of today and tomorrow for successful living in the world which is theirs if we do not recognize the need of educating for security of mind.

The knowledge that one is able to earn an adequate living and to achieve a reasonable standard of material security is, of course, basic and essential to security of mind. However, security of mind demands that each individual be educated also for the broader task which is common

to all--that of citizen and member of the brotherhood of man. This education which aims to develop security of mind must foster first of all a sense of individual worth and personal responsibility.

To be secure of mind, each individual must be educated to an acceptance of his responsibility to himself and to his fellow man. He must be educated to an understanding of the world in which he lives. He must be educated to the fullest possible development of his abilities and talents.

To provide a program which meets the needs of education for security of mind is the challenge of education in our time. It is obvious that we are facing a task of tremendous magnitude. In the world today, problems and difficulties have multiplied and broadened to create a situation which is making and will continue to make unprecedented demands on our educational system.

We must find ways of preparing young people to live in a world of increasing population which creates further problems of housing, transportation, and human relations. We must devise programs which satisfy the need for scientific and technological growth, and, at the same time, provide the additional understanding which will enable future citizens to be masters, not servants, of the developments they bring about. The urgency of the need for solutions of these problems is forcing education into an era of rapid expansion and change.

Present methods must be re-examined and re-evaluated in terms of their efficiency and in providing solutions for these new problems. When current practices and plans are judged to be inadequate, we must then be resourceful and creative in finding new ways. We will have to be willing to experiment, to discard some old theories and traditions, to change set patterns.

/"Education for Security of Mind," School and Society, September 15, 1956/

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ON TEACHERS AND POLICY-MAKING

Teachers today are aggressively seeking full partnership in the determination of those policies and practices in school affairs which affect their well-being and the successful discharge of their professional duties. Most school boards have taken steps to recognize the value to the school system of full participation by teachers in policy formulation.

Fuller participation by the teachers is long overdue, and in one way or another, is going to be a standard part of future procedures in school affairs. These procedures will be carried out in a more productive and satisfactory climate, and the benefits will be greater, if boards of education will take the initiative in developing the partnership.

/Remarks before the Annual Workshop for New School Board Members, August 3, 1968/

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High standards of performance must prevail in every area of educational activity if the public is to be convinced that it can expect a commensurate return for the higher investments being called for. When the public can look at our schools and see good results from what they have already put into the schools, they are more receptive to the suggestion that even higher quality can be achieved by greater support.

/"Teacher is Education's Keystone," New York State Education, January 1959/

ON THE ARTS AND LITERACY

The performing arts, products of intellect and sensitivity, convey meanings and insights for man's understanding of himself and his world--his values, his expression through the ages. They also have a kind of magic--a universality, a relativity--that creeps in, through and around barriers of differences and emphasizes the true, basic, uniting kinship of mankind.

It is this magic--this powerful magic--that gives particular urgency now to our efforts to incorporate the arts in the educational experience of every child and youth. We are seeing more and more that the arts are one of the most effective and valuable means of achieving our goal of the full development of the talents and abilities of every child.

TO BE VISIBLE AND UNAFRAID

The children we seek to educate are increasingly the products of a society that is witnessing the confrontation of established traditions by those individuals, both black and white, who seek a <u>place</u> where they can be visible and unafraid; a <u>voice</u> which will be heard when basic decisions are made; a deep and secure sense of respect; and a feeling of harmonious and welcome belonging to the world and the people around them.

This quest is basically simple, natural, and real. But it symbolizes the most urgent crisis of our time. And the choices we now make in our schools to translate this quest into reality will prescribe the mental, psychological, sociological and functional health of the educational program, and, to a significant extent, of society at large.

The managerial revolution we must now effect must be planned with sufficient wisdom and foresight to insure policies and programs that concentrate on creating fully educated students--students who need not defect from school, either physically or psychologically, because the programs they are offered bear little or no relevance to their daily lives and needs.

We must realize that the arts are central to such efforts and we must seek a new balance of power in the classroom--one in which the arts are fundamental in the program, one in which the concept of true and complete literacy includes the arts as an indispensible element.

THE DISADVANTAGED

We have referred to thousands of our school children as deprived or disadvantaged. Let us realize also, however, that they are, as well, sensitive and innately inspired; for each young child is essentially creative, curious and responsive to beauty. But all too frequently we have inhibited or damaged these natural-born qualities and sensibilities. This happens when emphasis is given only to building a cold body of factual knowledge that ignores creative and artistic potentials.

It is quite possible that the performing arts are a key--a catalyst--with which to reach the blocked-off children of the inner city, as well as all students for whom the fine arts and the performing arts provide fresh avenues to self-expression and a new kind of literacy.

LAYING THE GROUNDWORK

Students must learn to read in order to appreciate literature. They must learn to write in order to record their thoughts on paper. Likewise they must be involved with music and the dance in the search for what the composer and the choreographer are saying, what the artist is telling us about his interpretation of life. In the past such appreciations have frequently been assimilated incidentally and superficially after formal education was finished. Thus, our students have missed a phase of instruction needed to help them acquire knowledge and tastes and a completeness of experience, with elements that develop human sensitivity and contribute to a full life. What better place is there to lay this groundwork than in the schools?

The creative and the performing arts provide youth in the schools with exciting fresh avenues of communication...with new resources for learning...with a challenge for the expression of individual feelings, ideas and observations...with a means of sharpening perception and of experiencing the force of the arts in self-understanding and personal fulfillment...with the chance to interpret the mystery and function of mankind in a widening universe, to form critical judgments, and to develop a deepened appreciation for the dimensions and meanings of the cultures and the vast variety of peoples from whom we stem and with whom we live.

Having witnessed the power of the arts at work--their critical role in the extension of literacy--our commitment must be deepened, our actions broadened and intensified to give concrete expression to our belief that the humanities and the arts are essential ingredients in the complete literacy of all of our students in all of our schools.

/"The Arts and Literacy," an address before the Performing Arts Convocation, July 8, 1968/

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ON QUALITY IN EDUCATION

When it comes to quality [in education] there can be no compromise, no half-way measures. A poor or mediocre school can be almost worse than no school. An improvement in the quality of the education provided in schools should be the reason underlying every decision made, every policy adopted, every person employed, every dollar spent.

Quality in education is a matter first and foremost of teachers and teaching. Children are educated not by courses or programs but by persons--by those who prepare the courses, design the programs and do the teaching. The competence and character of those who teach profoundly influence the competence and character of those who learn.

[Remarks at the Annual Workshop for New School Board Members, August 3, 1968]

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One of our big educational failings is not letting the people know what the problems are and their consequences. Too often we're afraid of criticism, but any business worth its salt is investing big money in finding out how it's doing. School systems should do the same. If the public is told the facts they'll be on the educator's side. Educators spend too much time talking to educators--the talk should be to businessmen and the public.

["West Virginia Interview," Business/Communication, October 1965]

ON CHALLENGES TO HIGHER EDUCATION

Higher education has special importance at a time when more and more people want and need more and more education in order to fit themselves for a changing society. Our concern is not that there is change, but that we shall be capable of channeling the vast onrush of the new into constructible growth. Society very badly needs guidance in charting the way through the great changes and herein lies, I believe, the greatest challenge to our institutions of higher education.

Within the over-all challenge of providing full opportunities for the development of the minds, the talents of our diverse peoples, we have the specific challenges of the great variety of ways in which our society has already changed and is likely to change in the future.

Challenge of Numbers: The change currently having the most visible impact on higher education is, of course, that of the increase in enrollment. By 1970, in New York State alone, full-time college enrollment will reach nearly twice the figure for 1960.

Challenge of the Unreached Potential: At least 20 percent of those who could profit from college education will not be provided for unless special efforts are made. This unreached potential includes the so-called disadvantaged, those who suffer the evils of poverty and prejudice, the unmotivated, etc. We haven't begun to make adequate provision for these.

Challenge of Science and Technology: The implications for higher education of the continued rapid growth in scientific and technological development are many and varied. But the terms of the challenge can be suggested in such examples as the predicated need for a blending or combining of once separate sciences into new fields of study, in a growing emphasis on the social sciences, in the technological advances and automation which are changing the mode of industrial and business operations.

Challenge of Urbanization: Metropolitan areas have become metropolitan complexes, with involved intergovernmental relationships, critical transportation problems, pressing social needs, and other problems born of a rapidly changing society. Obviously, if our institutions of higher education are to serve a changing society, they have to concern themselves with the enormously complex and difficult problems of our urban centers and sprawling metropolitan areas, seeking out new ways and means of bringing their special competencies to bear in direct and fruitful contact.

Challenge of International Emphases: International politics, which is now demanding so much of our attention and our resources, will grow in importance in the coming years, its immediacy enhanced by the rapidly improving methods of communication and travel.

Our strongest weapons in the struggle for world peace are knowledge and understanding. Our colleges and universities will need to teach generally a deeper understanding of other peoples and their languages, their histories and the value systems which control their decisions. Our higher institutions will need to prepare a greater number of specialists in international relationships of all types. In the interest of mutual understanding there will need to be an expansion of programs of teacher and pupil exchanges. We are only at the threshold of internationalization of our educational system.

Challenge of the Preservation of Freedom: Amidst all the pressures of the modern age, man's hold upon his freedoms becomes ever more precarious. We have traditionally looked to our institutions of higher learning as the guardians of freedom because they are the seekers and the upholders of truth, and we expect them to be aware and to sound the clear voice of warning when the freedoms we cherish are threatened. These threats to freedom cannot be expected to lessen so we must depend more than ever upon these guardians to be strong and vigilant.

/"Our Changing Society's Challenge to Our System of Higher Education," an address before Conference for Businessmen, Empire State Chamber of Commerce, December 1, 1965/

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ON THE POWER OF YOUTH

A newly aroused student power is being added to the forces shaping the future of not only our colleges and universities but also our Nation and our world. While the force, character and degree of student activism now present in our country is a relatively new experience for us, historically there is much precedent that should have prepared us for this time of unrest and should help our understanding and mitigate, to some degree, our concerns. In other nations, the power of students has long been a factor in both the inner-life of the universities and in the effect of youth upon political and social development.

What then will be the effect of this old power, newly emerging in our society? As to the universities themselves, the effect will, I believe, be to give a stronger voice to the students--a recognition of their rightful power and opportunities for its exercise.

For the young of today, power is now. The main concern is the ability of students to use their power wisely. In addition to the advantages of broader education, greater sophistication, etc., this generation has had also the advantages of communication and transportation which can allow for the sharing of experiences, the promotion of understandings and the building of unity of purpose. There is also a climate of opinion, slowly but steadily advocating reform, which will foster rather than deny the eagerness and impatience of youth for action.

But along with power comes, of course, responsibility and the measure of recognition and acceptance of this duality will be the measure of the ability of youth to handle power.

/"The Power of Youth--Will It Be Wisely Used?" Remarks before the Youth of the Month Dinner, June 6, 1968/

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ON EXCELLENCE IN TEACHING

There is no doubt in my mind that the one improvement most telling in results would be to have in every classroom for every student, no matter where he lived or what school he attended, a teacher so well-educated and so dedicated as to deserve the rating of excellent.

It is an inescapable fact that the teacher is the heart of the educational process and that the most significant determinant of the quality of our schools is the quality of the teaching.

The teaching profession is unique. Service is its raison d'etre, and true professionalism rests on acceptance of the concept that teachers exist to serve the pupils. Certainly there is no deviation from this principle in teachers seeking to improve their position. This is a right and indeed an obligation of the profession. But ever in mind must be what Samuel Johnson called the "salutary influence of example."

Important though other factors may be, teaching is still the main business of the teacher and all other considerations are peripheral to this central purpose.

/"If I Could Make Just One Improvement," New York State Education, October 1966/

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Facing urban problems, and many others no less serious and pressing, it is no longer possible, in the experience of responsible leadership, to consider solutions in terms of patching up, reshuffling or superficially modernizing traditional approaches. It is time that we recognize that we are at the end of an era, and that we need to accelerate our imagination and intensify our willingness to devise and to accept really new and radical changes.

/"Educational Priorities and the Handicap of Local Financing," an address before the School Superintendents Work Conference, July 11, 1968/